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ABSTRACT

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional materials needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on sex equity in vocational education contains lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of 3 hours of inservice training on the subject. The two lesson plans cover the definition of sex equity and the reasons for sex equity, including legislation and the changing labor force. Included in the lesson plans are student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application (drill, illustration, questions, participation in discussion, and so forth), evaluation, and summary. Directions for using this instructional inservice unit are included in the package. (KC)

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ED220645

EXPANDING OPPORTUNITIES THROUGH SEX EQUITY IN VOCATIONAL EDUCATION

DEVELOPED BY

LOUIS JAMES FAGAN

AUGUST, 1980

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Comprehensive Vocational Teacher Education Program
for the Mississippi ARC Region

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Inservice Instructional Unit XA

CE 033 543

DIRECT INQUIRIES TO:

Comprehensive Vocational Teacher Education Program

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FOREWORD

This unit of instruction is one of a series developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC Region to provide teacher educators, vocational directors, teachers and other appropriate individuals with some basic instructional material needed to guide and assist inservice vocational teachers in improving professional teaching competencies. The competencies addressed are those which have been identified and validated as being important to successful vocational teachers. Individual unit titles were selected on the basis of a comprehensive needs assessment inventory completed by over 200 inservice vocational teachers of the Mississippi ARC Region.

Each unit contains the lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of three hours of inservice training on the subject. The material contained in each unit was thoroughly researched and field tested before inservice vocational teachers, teacher educators and vocational directors before being published and is considered appropriate for teachers in all occupational areas and at both the secondary and post-secondary levels of instruction.

Special recognition for major roles in the direction, development, coordination, and testing of these instructional units is extended to: Mr. Elwyn Wheat, Director of Vocational and Technical Education, Mississippi State Department of Education, who conceived the idea of the Comprehensive Vocational Teacher Education Program; the twelve member Program Steering Committee which so ably assisted in identifying inservice teacher needs and

priorities; the graduate interns and assistants of the Department of Industrial and Occupational Education, Mississippi State University who researched, developed and field tested the units; the vocational directors and teachers of the Mississippi ARC Region who participated in the field testing; and Gerald A. Richardson, the Associate Project Director, who co-ordinated and supervised the development of these instructional units. Sincere appreciation is also extended to the Appalachian Regional Commission for the funding and sponsorship of the project.

Harry D. Holloway
Project Director

HOW TO USE THIS INSTRUCTIONAL UNIT

1. This instructional unit is developed to provide sufficient material for a three hour inservice training session. The comprehensiveness of each lesson will depend upon the class time available and the total preparation of the teacher.
2. Teachers should carefully study each lesson plan, teaching aid, instructional sheet and transparency before attempting to use them. Since each lesson is planned around material found in the references, it is suggested that the references be studied if possible.
3. The lesson plans are intended as guides for assisting the teacher. However, they are flexible enough to allow the teachers to inject their own personality and techniques into the lesson.
4. It is suggested that the teacher follow five stages in teaching: preparation, presentation, application, verification, and summary. The presentation and application stages can often be combined and the summary may be used at any point in the lesson.
5. Coding of teaching aids, instructional sheets, transparencies and evaluation instruments.
   a. Units of instruction are designated by Roman Numerals and capital letters (IA, IB, IIA, IIB, etc.).
   b. Lesson plans are designated by capital letters (A, B, C. etc.).
   c. Teaching aids are designated by (A) and an arabic numeral and coded to the lesson with which it will be used.

      Example: The first teaching aid for the second lesson in unit IIIA would be coded IIIA-B-(A1).

d. Instructional sheets are designated by (I) and an arabic numeral and coded to the lesson with which it will be used.

   Example: The second instructional sheet for the first lesson in unit IIA would be IIA-A-(I2).

e. Transparencies are designated by (T) and an arabic numeral and coded to the lesson with which it will be used.

   Example: The third transparency to the second lesson of unit IIA would be coded IIA-B-(T3).

f. Evaluation instruments are designated by an E and coded to the lesson with which it will be used.

   Example: An examination to be given in the third lesson of unit IA would be IA-C-(E).

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COMPREHENSIVE VOCATIONAL TEACHER EDUCATION PROGRAM
FOR
THE MISSISSIPPI ARC REGION

UNIT PLAN

UNIT TITLE: Expanding Opportunities Through Sex Equity in Vocational Education

PREPARED BY: Louis James Fagan DATE: August, 1980

I. INTRODUCTION:

The basic goal of vocational education is to provide students with the opportunity to develop the knowledge and skills necessary for them to pursue a productive career. However, traditional educational experience of female students has often served to limit, rather than expand, opportunities for varied career choices and training.

Recent vocational education legislation has focused on the need to expand opportunities for female students through positive action to reduce sex segregation in programs and foster sex fairness in all areas of vocational education. The purpose of this unit is to provide vocational educational administrators and teachers with an overview of the facts and issues effecting equity in vocational education.

II. UNIT OUTLINE:

A. What is Equity; Statement of the Problem.

1. Individual values relating to sex equity
2. Terms and definitions

B. Why Sex Equity?

1. Legislation
   a. Title IX, 1972 Educational Amendments
   b. Title II, 1976 Educational Amendments
2. Increased female participation in the work force
3. Why women work
4. The earning gap between men and women
5. Labor force participation by sex
6. Vocational education enrollments
7. The role of vocational education

C. Resources Development and Action Plans

1. Examine our attitudes and behaviors
2. Activities to reduce sex bias/stereotyping in:
   a. Student recruiting
   b. Shop/classroom management
3. Sex equity action plan

III. STUDENT PERFORMANCE OBJECTIVES:

Upon completion of this unit the participant will be able to:

A. Identify and define the terms relevant to the issue of sex equity.

B. Demonstrate an awareness of the influence of personal values on sex equity through discussion with other program participants.

C. Identify and compare the requirements of current legislation acts relating to sex equity in vocational education.

D. Cite statistics relating to current male and female participation in the labor force.

E. Cite statistics relating to current male and female enrollments in vocational education programs.

F. Identify various resources and activities which can be used to reduce sex-bias/stereotyping in vocational education.

G. Develop a local action plan to reduce sex-bias/stereotyping in vocational education.

IV. STUDENT LEARNING ACTIVITIES

Pretests

Listen to teacher presentation on issues, problems, legislation, activities, etc., relating to sex equity.

View movie film and other audio visual materials.

Participate in classroom discussions relating to sex equity.

Participate in a value survey.

Participate in a practical exercise on developing an action plan for reducing sex-bias/stereotyping.

Post-tests

RESOURCES REQUIRED

Evaluation instruments:
- Pretests XA-A-(E1)
  XA-B-(E1)
- Value Survey XA-A-(E2)
- Post-test XA-C-(E1)

Instructional Sheets:
- XA-A-(I1)
- XA-B-(I1)
- XA-C-(I1)

Transparencies:
- XA-A-(T1)
- XA-B-(T1)
- XA-B-(T2)
- XA-B-(T3)
- XA-B-(T4)
- XA-B-(T5)
- XA-B-(T6)
- XA-B-(T7)

Teaching Aids:
- XA-B-(A1)

V. STUDENT EVALUATION:

A. Pretest/post-test on sex equity terms and definitions

B. Pretest/post-test on Title IX and Title II requirements

C. Pretest/post-test on the national works force

D. Oral questions in class, student responses evaluated by the teacher

E. Results of practical exercise on developing an action plan for recurring sex-bias/stereotyping.

VI. RESOURCE MATERIALS:

Cracking the Glass Slipper: Peers Guide to Ending Sex Bias in Your Schools. NOW Legal Defense and Education Fund, 1977.

Earnings Gap Between Women and Men. U.S. Department of Labor, Women's Bureau, 1979.

Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators. Community Service Education Department, New York State College of Human Ecology, Cornell University, Ithaca, New York 14843, 1977.

Huff, Millie. Equal Vocational Opportunity. Division of Vocational Technical Education, Tennessee Department of Education, 1978.

Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social Educational and Legal Context. Resource Center on Sex Roles in Education, Suite 701, 1201 16th Street, N.W., Washington, D.C. 20036, 1977.

Report on the Status of Males and Females in Vocational Education. Sex Equity Office, Vocational-Technical Division, Mississippi State Department of Education, 1978.

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You Can Be More: A Module to Help Students Understand Sex Equity. Office for Sex Equity, Vocational-Technical Division, Mississippi State Department of Education, Jackson, Mississippi, and Research and Curriculum Unit, Mississippi State University, Mississippi State, Mississippi, 1980.

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit XA
Lesson A

UNIT TITLE: Expanding Opportunities Through Sex Equity in Vocational Education

LESSON SUBJECT: What is Equity; Statement of the Problem

OBJECTIVES: Upon completion of this lesson the student will:

A. Demonstrate knowledge of terms and definitions relevant to the issue of sex equity.

B. Be able to become aware of their own values relating to the issue and compare with other participants.

TEACHER AIDS:

A. Transparency:

XA-A-(T1) Terms

B. Evaluation Instruments:

XA-A-(E1) Pretest: Terms and Definitions

XA-A-(E2) Value Survey

C. Instructional Sheet:

XA-A-(I1) Terms and Definitions

D. Audiovisual Aid:

XA-A-(A1) Film: The Fable of He and She

MATERIALS/EQUIPMENT:

A. Overhead Projector

B. 16mm Projector with take-up reel

C. Screen

REFERENCES:

Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social Educational and Legal Context. Resource Center on Sex Roles in Education, Suite 701, 1201 16th Street, N.W., Washington, D.C. 20036, 1977.

Sex Equality in Vocational Education: A Chance for Educators to Expand Opportunities for Students. Womens' Educational Equity Communications Network, 1855 Folsom Street, San Francisco, California 94103, 1978.

Sadker, Myra. Journal of Teacher Education. "Sexism in Schools." Vol. 26, No. 4 (Winter 1975), pp. 317-322.

You Can Be More: A Module to Help Students Understand Sex Equity. Office for Sex Equity, Vocational-Technical Division, Mississippi State Department of Education, Jackson, Mississippi, and Research and Curriculum Unit, Mississippi State University, Mississippi State, Mississippi, 1980.

I. INTRODUCTION (Preparation of the Learner)

Differences in the way our society treats men and women are evident everywhere. They are clearly visible in the area of employment, where many occupations are pursued primarily by members of one sex. This differential treatment is also evident throughout our education system - particularly in vocational education. The effects of different treatment and opportunities in vocational education are damaging to both men and women - but especially to women.

The basic goal of vocational education is to develop students' interests and talents in order to provide them with skills and knowledge necessary for a productive career. The traditional educational experience of female students in vocational education, however, has served to limit rather than expand opportunities for varied career choices and training. This limiting of opportunities hurts not only women, but reduces the economic benefits society as a whole would gain if women were encouraged through recruitment and training to participate in the work force on an equal basis with men.

The laws have changed, the family and economic structure of our society is changing dramatically, yet little change has occurred in our educational system. Vocational education programs - the vital link between schools and the job market - have traditionally segregated students by sex.

Our purpose in being together today is to gain some awareness of our own feelings, attitudes, and practices, to examine some current facts and issues effecting equity in vocational education, to show a need for concern, and to suggest ways in which vocational educators can begin to effect some much needed changes.

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things For Students To Do Things For Instructor To Do And Say
A. Pretest: Terms and Definitions XA-A-(E1)	1. Students complete pretest
B. Value Survey: XA-A-(E2) Purpose: To help vocational educators become aware of ideas, opinions, and values, re: men's and women's roles: Listen acceptingly to all comments and feelings.	1. Students complete survey 2. Comments/discussion
C. Film: The Fable of He and She	
1. Presentation 2. Discussion: a. What is the moral of the film? b. Will the recent changes in thinking about men's and women's roles ever go back to "normal," i.e., status-quo of 1930's? c. What have been the effects of these changing ideas: Negative? Positive?	1. Students view film 2. Structured discussion
D. Terms and Definitions: Transparency XA-A-(T1) Instructional Sheet XA-A-(I1) (Handout)	
1. Review handout orally with students 2. Question and answer	1. Listen to instructor review 2. Discussion (Instructor may wish to use personal examples to illustrate concepts)

III. APPLICATION (Drill, illustration, questions, participation in discussion, assignments, investigations, note taking, etc.)

Steps II and III are combined.

During the lecture, students will be encouraged to analyze the information through question and answer and discussion, and be provided an opportunity to examine handouts.

IV. EVALUATION (Verification of students' comprehension of material presented)

Students will be evaluated on the basis of:

A. Answers to oral questions

B. Participation in class discussion

C. Pre-Post test difference scores

V. SUMMARY (Reemphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student.)

Point 1: In achieving equity, it is crucial that vocational educators become aware of their own attitudes and feelings about men's and women's roles in our society, especially as these relate to training and employment. Self-awareness is the first step in effecting change.

Point 2: The activities and materials we have and will be using today in our own efforts to understand the issue of equity can be used with our students to increase their own awareness of sex bias and sex role stereotyping as a first step toward expanding their range of training and career options. Specific activities for students covered up to this point include:

a. Value Survey

b. Film "The Fable of He and She"/Discussion

c. Terms and Definitions/Discussion

TERMS AND DEFINITIONS

MATCHING

____ 1. Describes behaviors or materials that are in violation of Title IX.

____ 2. Describes materials or behaviors that treat females and males in an equal way.

____ 3. A particular group of behaviors that are associated with being either male or female.

____ 4. Describes materials and behaviors that recognize the impact of sex-role socialization and make an effort to overcome its effect.

____ 5. The learning process through which people acquire socially approved behaviors for their particular place in a society.

____ 6. A belief that the human sexes have a distinctive make-up that determines their respective lives and it usually involves the notion that one sex is superior to and has the right to rule or have advantage over the other.

____ 7. Describes materials or behaviors that contain references which treat males and females differentially.

____ 8. A person, because of divorce, death or separation, who has not been in the labor market for several years or who has no marketable skill, finds that they must pursue a career outside the home.

____ 9. Attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.

____10. A person employed in an occupational area once considered appropriate for the opposite sex.

a. Socialization

b. Sex Role

c. Sexism

d. Sex Discriminatory

e. Sex Biased

f. Sex Fair

g. Sex Affirmative

h. Sex Role Stereotyping

i. Non-traditional Worker

j. Displaced Homemaker

WHAT DO YOU THINK

YES	NO		
___	___	1.	A woman's place is at home.
___	___	2.	Children belong to their mother more than their father.
___	___	3.	Husband and wife should be equal to each other.
___	___	4.	Boys are smarter than girls.
___	___	5.	Men should not do housework.
___	___	6.	If a woman works, she should still do all the housework.
___	___	7.	I would vote for a woman for President if she were the best candidate.
___	___	8.	Women should be paid less for doing the same work as men.
___	___	9.	Women are less responsible than men.
___	___	10.	Money spent on athletics should be evenly divided between boys and girls.
___	___	11.	Men should not cry.
___	___	12.	Masculinity refers to how strong a man is.
___	___	13.	Femininity refers to how weak and helpless a girl is.
___	___	14.	A good doctor might be either a man or woman.
___	___	15.	All students should choose between home economics and industrial arts.
___	___	16.	Boys should have more education than girls.
___	___	17.	Men should not be secretaries.
___	___	18.	It is fine for a woman to be the boss in a business.
___	___	19.	Women should only try for jobs that are "women's jobs" like nurses, teachers, secretaries, clerks. They should not be business people, doctors, truckdrivers, or pilots.

SOCIALIZATION

SEX ROLE

SEXISM

SEX DISCRIMINATION

SEX BIASED

SEX FAIR

SEX AFFIRMATIVE

SEX STEREOTYPING

NON TRADITIONAL WORKER

DISPLACED HOMEMAKER

TERMS AND DEFINITIONS

SOCIALIZATION: The learning process through which people acquire socially approved behaviors for their particular place in a society. In western culture there are many socializing institutions such as the nuclear family, religion, and the educational system.

SEX ROLE: A particular group of behaviors that are associated with being either male or female. Like all role behaviors, male and female sex-role behavior is complementary. In other words, when we talk about woman's role, the complementary man's role is implicit. That is why there can be only limited women's liberation from ascribed sex roles without a men's liberation. As men and women begin to develop an awareness of sex roles, they can begin to focus on self importance rather than role importance.

SEXISM: A belief that the human sexes have distinctive make-up that determines their respective lives. It is a belief in sex roles, and it usually involves the notion that one sex is superior to and has the right to rule or have advantage over the other.

SEX DISCRIMINATORY: Describes behaviors or materials that are in violation of Title IX, those which obviously discriminate against females or males. An example is a vocational training program which only admits males.

SEX BIASED: Describes materials or behaviors that contain references which treat males and females differentially. An example is a curriculum that contains illustrations portraying males or females stereotypically suggesting that certain behaviors or occupations are more appropriate for one sex than the other.

SEX FAIR: Describes materials or behaviors that treat females and males in an equal way. An example of sex-fair materials are those that portray males and females in the same types of careers performing in similar roles.

SEX AFFIRMATIVE: Describes materials and behaviors that recognize the impact of sex-role socialization and make an effort to overcome its effect. An example of sex-affirmative materials are ones that explore a person's career choice and encourage them to consider a range of alternatives instead of choosing on the basis of sex role stereotypic assumptions.

SEX ROLE STEREOTYPING: Attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.

NON-TRADITIONAL WORKER: A person employed in an occupational area once considered appropriate for the opposite sex.

DISPLACED HOMEMAKER: A person who, because of divorce, death, or separation has not been in the labor market for several years or who has no marketable skill, finds that they must pursue a career outside the home.

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit XA
Lesson B

UNIT TITLE: Expanding Opportunities Through Sex Equity in Vocational Education

LESSON SUBJECT: Why Sex Equity: Legislation, The Changing Labor Force, and Vocational Education

OBJECTIVES: Upon completion of this lesson the students will be able to:

A. Demonstrate knowledge of current legislation re: sex equity in vocational education.

B. Demonstrate knowledge of current male and female participation in the labor force.

C. Demonstrate knowledge of current male and female enrollments in vocational education programs.

TEACHING AIDS:

A. Transparencies:

XA-B-(T1)	Title IX v.s. Title II
XA-B-(T2)	Labor Force Participation by Sex
XA-B-(T3)	Why Women Work
XA-B-(T4)	Earnings Gap: Men and Women
XA-B-(T5)	Occupational Distribution by Sex - 1978
XA-B-(T6)	Distribution in Mississippi Vocational Educational Education Programs by Sex - 1978
XA-B-(T7)	Summary Comparison: Vocational Enrollments and Occupational Distribution

B. Evaluation Instruments:

XA-B-(E1) Pretest

1. Title IX v.s. Title II
2. Work Force Quiz

C. Instructional Sheet:

XA-B-(I1) Title IX/Title II

D. Teaching Aid:

XA-B-(A1) Summary of Provisions: Title IX-Title II

MATERIALS/EQUIPMENT: A. Overhead projector and screen

REFERENCES:

Cracking the Glass Slipper: Peers Guide to Ending Sex Bias in Your Schools. NOW Legal Defense and Education Fund, 1977.

Earnings Gap Between Women and Men. U.S. Department of Labor, Women's Bureau, 1979.

Huff, Millie. Equal Vocational Opportunity. Division of Vocational Technical Education, Tennessee Department of Education, 1978.

Report on the Status of Males and Females in Vocational Education. Sex Equity Office, Vocational-Technical Division, Mississippi State Department of Education, 1978.

Sex Equity in Vocational Education: A Chance for Educators to Expand Opportunities for Students. Women's Educational Equity Communications Network, 1855 Folsom Street, San Francisco, California 94103, 1978.

Sourcebook for Equal Goals in Occupation, Hawaii State Department of Education, 1978.

U.S. Federal Register, 1975. Vol. 40, No. 191, Part II (June 4, 1975).

U.S. Federal Register, 1979. Vol. 44, No. 56 (March 20, 1979).

Why Women Work. U.S. Department of Labor, Women's Bureau

You Can Be More: A Module to Help Students Understand Sex Equity. Office for Sex Equity, Vocational-Technical Division, Mississippi State Department of Education, Jackson, Mississippi, and Research and Curriculum Unit, Mississippi State University, Mississippi State, Mississippi, 1980.

I. INTRODUCTION (Preparation of the Learner)

Vocational educators have been given the challenge and the opportunity to lead the way for all of education in providing for sex equity in all policies and programs. Recent legislation has created mandates and provisions to promote and guarantee equal treatment in education and employment for men and women. In this lesson we will be dealing with two important pieces of legislation, Title IX of the 1972 Education Amendments, and Title II of the 1976 Education Amendments which address the issues of reducing and eliminating sex bias, stereotyping and discrimination in educational programs.

In addressing the question "Why Sex Equity?" we will also be examining the current rates of male and female participation in the labor force, in vocational education programs, and the relationship between areas in which men and women are being trained and occupations in which they are employed.

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things For Students To Do Things For Instructor To Do And Say
A. Pretest: XA-B-(E1)	1. Students take pretest
B. Pertinent Legislation Teaching Aid: XA-B-(A1)	1. Two Acts a. Title IX, Education Amendments of 1972 b. Title II, Education Amendments of 1976
1. Title IX: Education Amendments of 1972 Instructional Sheet: XA-B-(I1) Transparency: XA-B-(T1)	1. In order to understand Title II, which is broad in scope, we must first understand Title IX and be aware of the practices and policies which must be eliminated in the process of overcoming sex discrimination. 2. Title IX applies directly to local education agencies and institutions. 3. Title IX addresses only the issues of sex discrimination (actions which limit or deny opportunities, privileges, roles, or rewards on the basis of sex.

4. Title IX specifies and prohibits discrimination in educational policies, programs and practices including:
   a. Admissions
   b. Access to courses
   c. Facilities
   d. Student employment
   f. Employment of education personnel

2. Title II: Education Amendments of 1976

   Instructional Sheet: XA-B-(I1)

   Transparency: XA-B-(T1)

1. While the purpose of Title IX is to provide equal opportunity (sex-fair), Title II is intended to go beyond sex fairness and take affirmative action to overcome the effects of past sex discrimination
2. Title II indirectly effects local vocational education programs through specific priorities and procedures regarding the use of federal vocational education funds.
3. Title II goes beyond Title IX in addressing the elimination of sex-bias/stereotyping in vocational education programs.
4. Title II outlines specific action to reduce sex-bias/stereotyping in:
   a. The administration of state vocational education programs
   b. State use of vocational education funds
   c. Organization of vocational education at the federal level
5. One especially important provision of Title II, as regards local operations, is the appointment of a State Sex Equity Coordinator to provide services (workshops, data dissemination, distribution of project monies, program review and recommendations) to reduce sex-bias/stereotyping at both the state and local level.

C. The world of work	1. To develop a better understanding of the limitations imposed by sex bias and sex stereotyping (i.e.: Why Title II legislation was passed), a look at the rapidly changing picture of male and female participation in the workforce is required.
1. Labor force participation by sex Transparency: XA-B-(T2)	1. During the 1900's, there has been a rapid increase of women into the paid labor market. 2. Some societal changes which have probably influenced the increase in the number of working women are: a. Decline in birth rate b. Increase in divorces c. Increase in single living of young adults d. Increase in overall level of education e. Rising inflation
2. Why women work Transparency: XA-B-(T3)	1. The primary factor for the increased representation of women in the labor force is economic necessity. Most women work because they have to.
3. The working family	1. A close look at family patterns illustrates the need for both men and women to learn skills that will qualify them for good paying jobs.
4. The earning gap between men and women	1. The surge of women into the labor force has had no apparent effect on the occupational sex segregation characteristic of the American labor market. This segregation: a. Closes out men from careers in which they might be extremely productive. b. Traps women in traditional low paying, low status jobs.

5. The earning gap between men and women seems to be getting worse Transparency: XA-B-(T4)	1. When grouping all occupations that for every dollar earned by men, women, on the average, earn only 59% as much. 2. Primary factors contributing to the 59% earning gap are: a. The rapid rise in women's participation in the labor force has resulted in larger proportions of women at or near the entry level. b. The majority of women are concentrated in traditional lower paying careers with limited advancement opportunities.
Transparency: XA-B-(T5)	3. (Review Transparency XA-B-(T5) Note that in the major occupational groups that a high percentage of sex-segregation does exist in several categories. Also note that in those areas where differences are not great, women are still concentrated at the lower end of the pay scale.
6. Vocational education enrollments	
Transparency: XA-B-(T6)	1. Review transparency. Note that there is a high degree of segregation in vocational programs. Also note where the segregation is the greatest.
Transparency: XA-B-(T7)	2. Review transparency. Note the relationship between those areas in which both male and female students are training and the occupations in which men and women predominate in the labor force.
D. The role of vocational education in achieving sex equity	1. To a small degree the segregation which has channeled women into low paying occupations is declining due mainly to social and legal pressures. It should be clear that if:

a. Vocational training is a significant "feeder" of workers into the labor force, and
b. Vocational educators are concerned with maximizing the chances of both male and female students entering financially and personally rewarding careers (i.e.: occupational success ----- we must do our part in ending the segregation that does exist in our vocational programs.

III. Application (Drill, illustration, questions, participation in discussion, assignments, investigations, note taking, etc.)

Steps II and III are combined.

During the lecture, students will be encourage to analyze the information presented through question, answer, and discussion.

IV. EVALUATION (Verification of students' comprehension of material presented)

A. Students' participation in class discussion

B. Pre-Post test difference scores

V. SUMMARY (Reemphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student.)

Point 1 - What are some of the key points and differences of the Legislation - Title IX, 1972, and Title II, 1976 - discussed? (Instructor should review points in legislative pretest. Emphasize that vocational education is MANDATED to achieve equity on all levels.)

Point 2 - What are a few of the facts discussed related to male/female work force participation?

a. More women are working

b. Women work because of economic necessity

c. The earnings gap (women earn 59 cents for every dollar men earn)

d. This gap exists mainly because females are concentrated in low paying traditional "women's jobs."

Point 3 - What can be said about vocational education's role in occupational sex segregation?

TITLE IX OR TITLE II?

Listed below are nine items which are specific provisions of either Title IX of the Education Amendments of 1972 or Title II of the Education Amendments of 1976 (Vocational Education). Read each statement and determine which piece of legislation would apply.

____ 1. Using different criteria based on sex for admitting males and females into auto mechanics class.

____ 2. Guidance counselors channeling males into industrial arts and females into home economics.

____ 3. Each state agency designating a person who has responsibility for reducing sex bias and discrimination in vocational education.

____ 4. Developing and securing resources for an inservice training program on how to reduce sex bias and discrimination for vocational education instructors.

____ 5. Not allowing a certificated male to teach child development or a qualified female to teach carpentry because of their sex.

____ 6. Assigning students to apprenticeships or work experience programs solely on the basis of their sex.

WORK FORCE QUIZ

____ 1. Women make up _____ of the nation's paid labor force.

a. 26% b. 41% c. 54%

____ 2. For every $1.00 men earn, women earn _____.

a. 95¢ b. 76¢ c. 59¢

____ 3. The vocational training area with the lowest female enrollment is _____.

a. Distributive Education
b. Trade and Industrial
c. Office Occupations

____ 4. What percentage of American families have a husband/father employed outside the home, a housewife/mother and one or more children?

a. 34% b. 52% c. 16%

____ 5. What percentage of American women are either unmarried or married to husbands earning under $15,000 per year?

a. 38% b. 75% c. 57%

SUMMARY OF PROVISIONS

TITLE IX - TITLE II

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972, Prohibition of Sex Discrimination in education programs and activities receiving federal financial assistance. Ten thousand responses were made to the request of the Department of Health, Education, and Welfare for comment on how Title IX should be implemented. The final regulations for Title IX were published on July 21, 1975; deadlines for compliance with the law that affected physical education and athletics were extended for three years, but by now, all educational institutions and programs receiving federal money to support any of their activities directly or indirectly should have completed an institutional self-evaluation and should be in compliance.

The preamble to Title IX is simple but comprehensive:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.

A. Title IX applies to any recipient of federal money including institution(s) of vocational education or institution of professional or graduate or undergraduate higher education which has as its primary purpose preparation of students to pursue a technical, skilled, or semi-skilled occupation or trade, or to pursue study in a technical field, whether or not the school or institution offers certificates, diplomas, or degrees and whether or not it offers full time study."

B. Schools may not allow the fact that persons in the labor market discriminate against members of either sex to affect their educational programs. The regulation says, "The obligation to comply...is not obviated or alleviated because employment opportunities in any occupation or profession are or may be more limited for members of one sex than for members of the other sex." Counselors and vocational teachers are both included in this rule.

C. Title IX prohibits vocational education programs or schools from barring persons of either sex from admission. The regulation contains descriptions of several methods of getting around this provision that may not be used. The law further states that a local education agency (that is, a school board operating a school district that is a recipient of federal funds) shall not exclude on the basis of sex, any persons from admission to "any institution of vocational education operated by such

Recipient."

D. Vocational education schools and programs that engage in recruitment activities must not discriminate on the basis of sex in recruiting students. They also must not discriminate in the hiring of students or in their job placement activities on behalf of students.

E. Title IX deals extensively with the treatment of students who have already been admitted to classes or educational programs. "Occupational training" is named specifically in the regulation as one of the programs and activities in which students must be treated equitably. Again, the regulation specifies many ways in which schools might treat students differently but must not. In addition, schools may not provide "significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees."

F. Other agencies with which schools cooperate in such activities as cooperative education programs of vocational education, exploratory career education activities, programs sponsored by local or national organizations, and training programs for employees, must themselves not discriminate on the basis of sex.

G. The law lists a great variety of examples of courses and activities in which students may neither be required to participate nor be refused the opportunity to participate, and in which students may not be taught separately on the basis of sex. These include industrial, business, vocational, technical, home economics, and adult education courses. Under the law, automatic assignment to classes on the basis of sex is considered the same as requiring to participate.

H. In the area of counseling and guidance, the Title IX regulation provides that "Where a recipient finds that a particular class contains a substantially dis-proportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors." Classes covered by this rule include vocational ones. Pamphlets, books, and visual aids on educational opportunities, careers and aspirations could be sources of sex discrimination in addition to tests and their interpretation, and advice and suggestions given by counselors, teachers, and other school staff members to students.

These areas where Title IX affects vocational education are representative of the provisions of Title IX for eliminating discrimination throughout the educational system in this country. In addition to these areas, Title IX prohibits discrimination in the hiring, promoting, and treating of school employees, including, of course, vocational educators. The penalties for non-compliance with Title IX may include withdrawal of federal funding from the educational program or activity or institution of a civil law suit by the U.S. Department of Justice.

A significant provision of the Title IX regulation is that a coordinator of Title IX compliance efforts is to be appointed by every recipient of federal funds. This is the "responsible employee" whose name, office address, and telephone number must be made known to students and employees, and who is authorized to coordinate the educational agency's effort to comply with Title IX and to investigate any complaints brought to students or employees charging sex discrimination under the Title IX regulation. Title IX also provides that each recipient adopt and publish grievance procedures for students and employees.

Title II of the Education Amendments of 1976

The provisions of the 1976 Education Amendments (Title II, P.L. 94-482) for sex equity fall into three major categories.

A. Requirements for the administration of state vocational education programs.

1. Full-time personnel must be appointed to work toward the elimination of sex bias - specifies 10 functions:

   a. Take such action as may be necessary to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs,

   b. Gather, analyze, and disseminate data on the status of men and women, students and employees, in the vocational education program of that state,

   c. Develop and support actions to correct any problems related to (b) above,

   d. Review the distribution of grants by the state board to assure that the interests and needs of women are addressed in the project assisted under this act,

   e. Review all vocational education programs in the state for sex bias,

   f. Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the state relating to vocational education,

   g. Review and submit recommendations with respect to the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report,

h. Assist local educational agencies and other interested parties in the state in improving vocational education opportunities for women,

I. Make information readily available to the State Board, the State and National Advisory Councils on vocational education opportunities for women,

j. Review Title IX self-evaluation.

2. Women's concerns must be well represented on the State Advisory Council.

3. Policies to eliminate sex bias must be a part of the 5-year state plan.

4. The annual program plan must be reviewed for compliance with state policies pertaining to the elimination of sex bias.

5. Vocational education programs must be evaluated for services to women.

B. Provisions governing the state use of funds

State must spend funds for:

1. Vocational education programs for displaced homemakers

2. Consumer and homemaking education programs to serve the needs to males and females

State may spend funds for:

1. Support services for women

2. Day care services for women

3. Programs to overcome sex bias (research, exemplary, cur. dev.)

4. Vocational guidance and counseling

5. Vocational education personnel training

6. Grants to overcome sex bias

C. Requirements for National Vocational Education Programs

1. A National study of sex bias be conducted by the Commission of Education and submitted to Congress by October, 1978.

2. A system for reporting data on vocational education students be in operation by October, 1977.

3. The National Advisory Council membership include minority men and women with knowledge of women's concerns.

4. Five percent of funds for federal programs be reserved for use by the Commission of Education for programs of national significance for overcoming of sex bias.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972
AND
TITLE II OF THE EDUCATION AMENDMENTS OF 1976

Both Title IX and Title II contain provisions to ensure equal opportunities to females and males in vocational education programs; however, there are several important differences between the 1972 and 1976 Amendments.

Title IX applies directly to local education agencies and institutions, while Title II applies only to State and Federal Programs. However, the 1976 Amendments do establish priorities and procedures which effect the design and operation of local vocational education programs.

Title IX addresses the issue of sex discrimination (action which limits or denies people opportunities, privileges, roles, or rewards on the basis of sex). Title II speaks not only to sex discrimination in education programs, but also to the elimination of sex bias and sex role stereotyping in vocational education programs.

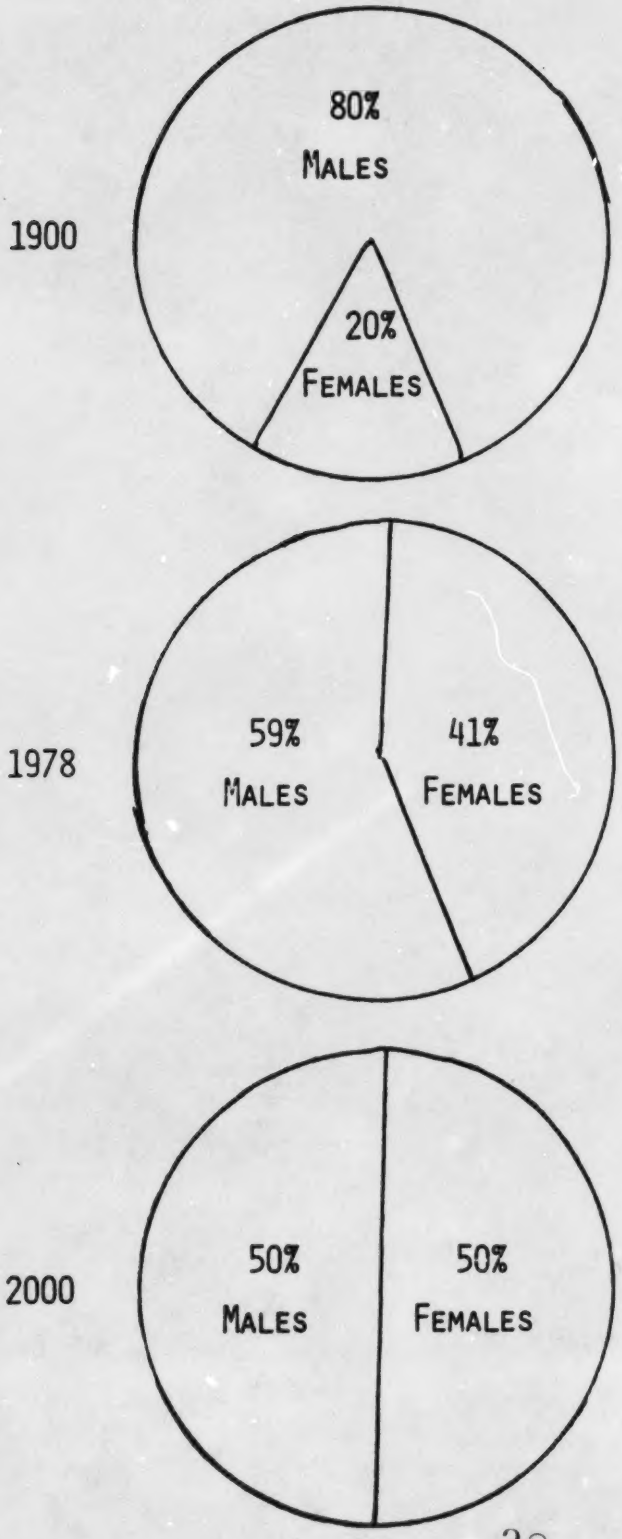
Title IX prohibits several forms of discrimination in educational policies, programs, and practices. In vocational education these include discrimination in admission, access to courses, facilities, treatment of students, course completion and graduation requirements, student employment, marital or parental status, and employment of educational personnel. Title II adds to these specific prohibitions with requirements to actively develop programs to overcome sex bias, sex stereotyping and discrimination in vocational education using Federal Funds to do so.

TITLE IX (1972)	TITLE II (1976)
ADDRESSES EDUCATION	ADDRESSES ONLY VOCATIONAL EDUCATION
ADDRESSES SEX DISCRIMINATION	ADDRESSES SEX DISCRIMINATION AND SEX BIAS AND SEX STEREOTYPING
PROHIBITS DISCRIMINATION IN: * ADMISSION * ACCESS TO COURSES * FACILITIES * TREATMENT OF STUDENTS * STUDENT EMPLOYMENT * EMPLOYMENT OF EDUCATIONAL PERSONNEL	OUTLINES ACTION TO OVERCOME SEX BIAS AND SEX STEREOTYPING USING FEDERAL FUNDS

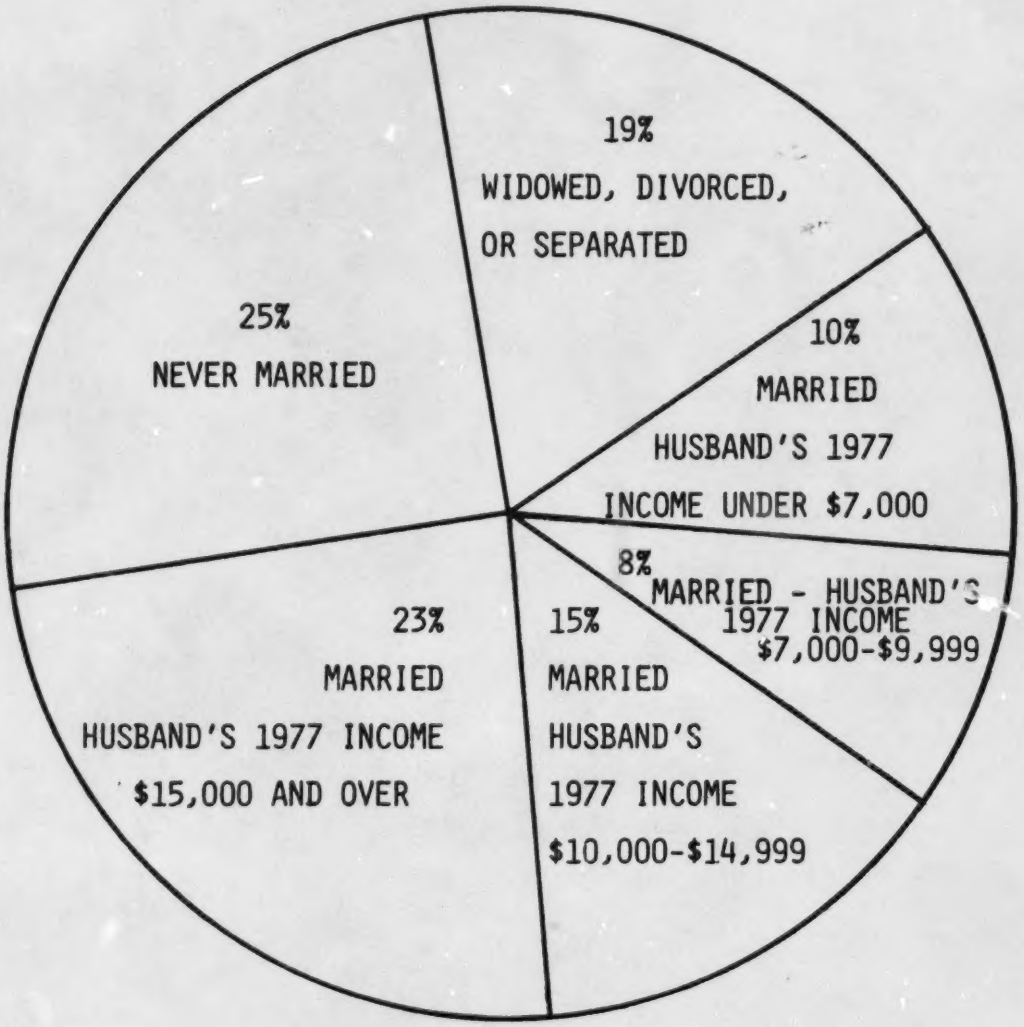
TITLE IX _____ SEX FAIR

TITLE II _____ SEX AFFIRMATIVE

WORK FORCE PARTICIPATION

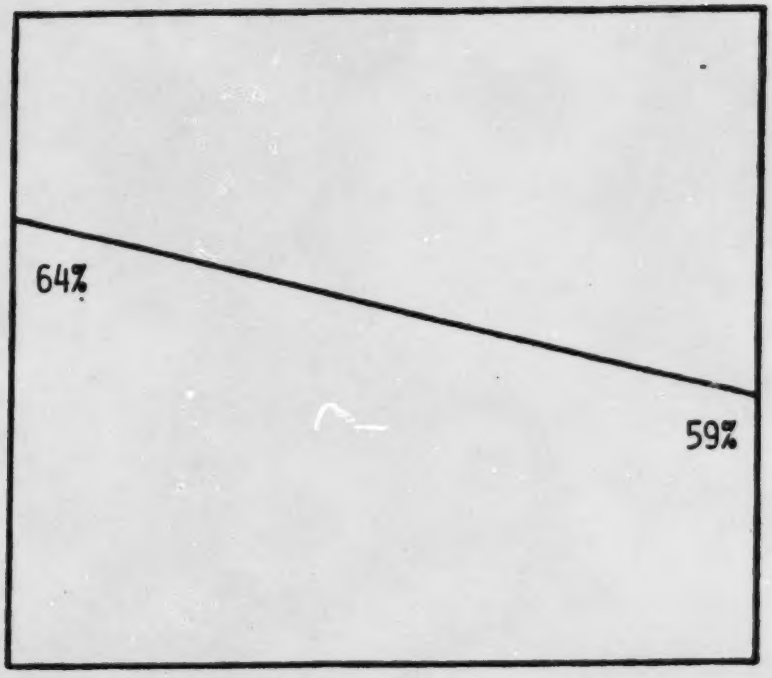


WHY WOMEN WORK



THE EARNING GAP . . . . . IS WIDENING

THE GAP IN 1958



THE GAP IN 1977

WOMEN'S EARNINGS
AS PERCENT OF
MEN'S EARNINGS

DISTRIBUTION OF MEN AND WOMEN IN THE LABOR FORCE

NATIONAL DATA: 1978

	OCCUPATIONAL GROUP	% WOMEN	% MEN
*	PROFESSIONAL/TECHNICAL	43	57
	MANAGERS/ADMINISTRATORS	23	77
	SALES WORKERS	45	55
	CLERICAL WORKERS	80	20
✓	CRAFT WORKERS	6	94
	SERVICE WORKERS	63	37
	FARM WORKERS	18	82

DISTRIBUTION OF MALES AND FEMALES IN VOCATIONAL EDUCATION PROGRAMS MISSISSIPPI - 1978

TRAINING AREA	% FEMALE	% MALE
Agriculture	7	93
Distribution	52	48
Health	73	27
Consumer and Homemaking	85	15
Business and Office	83	17
Trade and Industrial	7	93
Technical	12	88
Industrial Arts	19	81

SUMMARY COMPARISON

VOCATIONAL EDUCATION ENROLLMENTS

FEMALES		MALES	
HOME ECONOMICS	85%	AGRICULTURE	93%
HEALTH OCCUPATIONS	73%	TRADE AND INDUSTRIAL	93%
BUSINESS AND OFFICE	83%	TECHNICAL	88%

WORK FORCE PARTICIPATION

WOMEN		MEN	
CLERICAL	80%	FARM WORKERS	82%
SERVICE	63%	CRAFT WORKERS	94%
		ENGINEERING/SCIENCE TECHNICAL	87%

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit XA
Lesson C

UNIT TITLE: Expanding Opportunities Through Sex Equity in Vocational Education

LESSON SUBJECT: "What Can We Do?" Introduction to Resources/Development of Action Plans

OBJECTIVES: Upon completion of this lesson the student will:

A. Become aware of various resources and activities for reduction of sex-bias/stereotyping in vocational recruitment and instruction.

B. Have participated in development of a local action plan to reduce sex-bias/stereotyping.

TEACHING AIDS:

A. Instructional Sheets:

XA-C-(I1) Action Plan Format

XA-C-(I2) Resource Listing

B. Evaluation Instruments:

XA-C-(E1) Post-Test: Terms and Definitions, Legislation, Labor Force, Enrollments

XA-C-(E2) Answers to Pre-Post Test

MATERIALS/EQUIPMENT:

A. Tables and chairs

B. Space for work groups

REFERENCES:

Expanding Adolescent Role Expectations: Information Activities, Resources for Vocational Educators. Community Service Education Department, New York State College of Human Ecology, Cornell University Ithaca, New York 14843, 1977.

Smith, Amanda J. New Pioneers Project. North Carolina Department of Public Instruction, Division of Equal Education, Raleigh North Carolina, 1978.

Verheyden-Hillard, Mary E. A Handbook for Workshops on Sex Equality in Education. American Personnel and Guidance Association, 1607 New Hampshire Avenue, Washington, D.C. 20009, 1976.

You Can Be More: A Module to Help Students Understand Sex Equity. Office for Sex Equity, Vocational-Technical Division, Mississippi State Department of Education, Jackson, Mississippi, and Research and Curriculum Unit, Mississippi State University, Mississippi State, Mississippi, 1980.

I. INTRODUCTION (Preparation of the Learner)

Up to this point we have examined many of the general issues, concepts, and facts related to achieving sex-equity in our vocational education programs. From the information and activities presented, you have hopefully gained some insights, heard some new facts and, most importantly, begun to see the need for a change in our treatment of both male and female students. We as vocational educators can make a difference.

In this final section we will be examining some general strategies and activities that you can incorporate into your programs to reduce sex-bias/stereotyping with the goal of expanding educational and employment options for all students. We will also be working together to develop some specific action plans for achieving equity in the vocational programs here at (Name of School).

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things For Students To Do Things For Instructor To Do And Say
What we can do:	
A. Examine our own attitudes and behaviors	1. Do I: (Examples) a. Provide the same course content for males and females? b. Provide the same learning activities/projects? c. Set equal standards of behavior/discipline? d. Allow all students equal access to tools/equipment? e. Use the same grading system? f. Use the same safety, sanitation and dress requirements? g. Use sexist generalization ("Boys will be boys,' "That's the best work any girl has ever done in this shop")?

B. Undertake specific activities to reduce sex bias/stereotyping in:

1. Recruiting non-traditional students

Suggested Activities: (Instructor should modify, expand, delete information based on group needs. Welcome ideas/discussion.)

1. Vocational recruiting should be a positive, active effort of instructional, guidance, and administrative personnel.

2. In choosing courses, students often are guided by strong school and family traditions, by rumors about the personalities and teaching practices of teachers, and by the expectations of their peers. The following activities will help students overcome the effects of these pressures and make their choices based upon their personal interests and talents.

   a. COURSE DESCRIPTIONS: Title IX requires that all course descriptions and advertising for courses be free of sex-linked language. Course titles such as "Girls Woodshop," or "Bachelor Cooking" are illegal, as are indications that courses are open to one sex only or are designed for one sex. It is also illegal to enroll students preferentially by sex. As teachers and administrators write new course descriptions, they might like the challenge to make the courses sound interesting to students who would not have enrolled in such courses in the past.

   b. ADVERTISING COURSES: Several methods can be used to inform students and parents about opportunities to take vocational courses. Brochures and bulletins read and distributed in homeroom or other classes, and to parents either directly from the school or

through organizations such as the PTO or booster clubs provide specific information for students and adults to consider and discuss. Assemblies, open houses, awards programs, and other meetings are excellent public relations activities, and they are chances for students to see the personnel, equipment and instructional areas, so that vocational education will be less mysterious to students who are not familiar with it.

c. STUDENT AND ADULT ROLE MODELS: In every educational institution, several individuals are opinion leaders. Some are the elected leaders among the students; others are informal opinion leaders who by force of their personality and behavior influence their classmates and others. Among the employees of a school or school district, nearly everyone influences the students with whom she or he comes in contact. It is important that the influence of these individuals on the aspirations and expectations of students be recognized, and that formal and informal training and awareness activities be conducted for them to increase their capacity to help women and men students to expand their own opportunities.

d. COUNSELING SESSIONS: Vocational counselors have a clear mandate under Title IX and opportunities under Title II, Vocational Education, to obtain training and to provide leadership and guidance to

students in designing their courses of study. If counselors can view their new responsibilities as an opportunity to improve the education of secondary and postsecondary students, then their own positive attitudes will be transmitted to their students. Make your counselors work!

2. Shop/classroom strategies

1. Every contact between a student and a staff member of a school is a potential teaching and learning experience. Here we will emphasize elements of the more formal teaching occasions that occur in shops and classrooms under the direction and supervision of teachers.

Suggested Activities:

a. CURRICULUM MATERIALS: Teachers may find that the textbooks that pertain to specific courses are filled with sex stereotyping. Until publishers are persuaded to change text and illustrations to include both sexes and until schools purchase new nonsexist textbooks, teachers may use the stereotyped materials as examples to illustrate the traditions of our society while teaching students that changes are being made in the laws and educational practices. An excellent publication, Guidelines for Creative Use of Biased Materials in a NonBiased Way is listed in the Resource Section and is available free from the State Sex Equity Office.

b. SUPPLEMENTARY MATERIALS/ ACTIVITIES: Teachers, counselors, and administrators in vocational education who are mandated to work toward eliminating sex bias, stereotyping,

and discrimination from their programs are fortunate to have access to a large body of materials and resources designed to aid them in this task. The resource listing you have of films, filmstrips, and slide presentations adaptable for use in your shop or classroom setting are available through the State Sex Equity Office. During the course of this workshop, you have been exposed to several activities and exercises to increase awareness of attitudes and issues related to increasing awareness of sex bias and stereotyping.

1) Terms and Definitions/ Quiz
2) Value survey
3) Film "The Fable of He and She"
4) Legislation Information/ Quiz
5) Work Force Information/ Quiz

Those are but a few of the many structured activities designed to create an awareness in your students that they are no longer limited by sex-role stereotyping in their educational and career plans. Many more activities plus a wealth of other information are contained in the publication You Can Be More, a module available through the Research and Curriculum Unit, Mississippi State University. (These modules should be distributed to workshop participants at this point if available.)

c. TEACHING BEHAVIORS: The following are several actions that teachers can take to provoke their students into examining their own biases and assumptions, and to help students consider new options:

1) Use the pronoun "she" when referring to auto mechanics, carpenters, and other workers who have usually been males in our society. Use the new terms listed by the U.S. Department of Labor in the Directory of Occupations, such as "draftsperson" and "salesperson." When using a textbook that contains only the generic male terms ("he," "him," and "his") and the pictures of males receiving training or working--with, perhaps, some female clerical workers in evidence--discuss with students the sex-role stereotypes in the book.

2) Expect the same kinds of learning behavior and same numbers of mistakes from female students as from males. Assume that the women are as serious about and interested in their future careers as the men are, and offer them career guidance and information.

3) Bring women workers to the classroom, and conduct field trips to places where women and men are doing nontraditional work.

Provide opportunities for informal discussion about the challenges, problems, and rewards of their work. Open discussion of the problems and difficulties may be especially important, as students may have concerns about these. Parents may be a source of role models for these activities.

C. Sex Equity Action Plan

1. See Step III below

Handout: XA-C-(I1)
Action Plan Format

III. APPLICATION (Drill, illustration, questions, participation in discussion, assignments, investigations, note taking, etc.)

At this point, we are going to participate in a role play situation designed to allow you to put some of the information you have gained to use. (Have workshop participants divide into groups of 5 to 10 depending on the size of the group.)

Review handout, answer any questions/comments. Allow 15 minutes for completion while floating between groups offering direction and assistance.

Have work groups report on progress; comment as appropriate.

IV. EVALUATION (Verification of students' comprehension of material presented)

Students will be evaluated on the basis of:

A. Participation in class discussion

B. Completion of Action Plans

C. Pre-post test difference scores

1. XA-C-(E1)
2. XA-C-(E2)

V. SUMMARY (Reemphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student.)

Point 1 - Your attitudes and behavior regarding sex-roles are THE most important factor in helping your students expand their range of educational and occupational choices on the basis of their own interests and abilities rather than on sex-biased assumptions about "men's work" and "women's work."

Point 2 - In addition to the activities and information presented today, there is much more available in the way of classroom/shop strategies to achieve equity in your area. Most are free; most are easy to incorporate into your instructional program, most are entertaining and informative for your students. Use them!!!

Distribute "Sex Equity Resources" - XA-C-(I2)

You have just dismissed your last class of the day and are preparing to leave for a quiet evening at home when your local director bursts in and informs you that you have received the honor of participating in a task force to develop a local action plan of activities to reduce sex-bias and sex-stereotyping for your vocational center. The administrators and the school board have been good enough to decide what is to be done (steps 1 and 2) but, has left it to your group to decide exactly what steps are to be taken in implementing and evaluating the action plan. The final report must be put in the mail to the State Department in the morning at the latest, so your group is to remain and work together until the plan is completed.

Good Luck!!!

SEX EQUITY ACTION PLAN

1. What objective would you set for yourself for achieving sex equity within your school? (include timeline)

   Objective: To begin changing the "male" image of the industrial arts course for the students enrolled and the entire student body by the end of first semester when students will begin making course choices for the following year.

2. What are the appropriate work activities needed to achieve this objective?

   Work activity 1: Use some of the consciousness-raising activities and some attention getter exercises from the teacher's manual with industrial arts students. Use them from the first week of class until some change can be noted. Follow up throughout the year.

   Person responsible: Industrial Arts Teacher Completed by: 1st quarter/ end of year

   Work activity 2: Set up bulletin boards and/or displays relating to industrial arts and using both male and female figures in the shop and in other places in the school. The teacher will set up the first ones in the shop and help the students with others for the school.

   Person responsible: teacher/students Completed by: 1st semester

3. What are the specific steps you need to take to implement your program? (Put them in chronological order.)

4. How can you evaluate your action plan, and at what point will you do so?

TITLE IX OR TITLE II?

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WORK FORCE QUIZ

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a. 26% b. 41% c. 54%

____ 2. For every $1.00 men earn, women earn _____.

a. 95¢ b. 76¢ c. 59¢

____ 3. The vocational training area with the lowest female enrollment is _____.

a. Distributive Education
b. Trade and Industrial
c. Office Occupations

____4. What percentage of American families have a husband/father employed outside the home, a housewife/mother and one or more children?

a. 34% b. 52% c. 16%

____ 5. What percentage of American women are either unmarried or married to husbands earning under $15,000 per year?

a. 38% b. 75% c. 57%

ANSWERS TO PRE-POST TESTS

Lesson A:

XA-A-(I1)

1)	d	6)	c
2)	f	7)	e
3)	b	8)	j
4)	g	9)	h
5)	a	10)	i

Lesson B:

XA-B-(E1)

a)

1)	Title IX	4)	Title II
2)	Title IX	5)	Title IX
3)	Title II	6)	Title IX

b)

1)	b	4)	c
2)	c	5)	b
3)	b		

SEX EQUITY RESOURCES

The following items are available on a free loan basis from the Sex Equity Office, Division of Vocational and Technical Education, Mississippi State Department of Education. To schedule the materials, write P.O. Box 771, Jackson, MS 39205 or call 352-6805.

Books

Fasteau, Marc Feigen. The Male Machine. McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020, 1974.

Foxworth, Jo. Boss Lady. Thomas Y. Crowell, Publishers, 10 East 53rd Street, New York, NY 10017, 1978.

French, Marilyn. The Women's Room. Jove Publications, Inc., 757 Third Avenue, New York, NY 10017, 1978.

Goldberg, Herb, Ph.D. The Hazards of Being Male - Surviving the Myth of Masculine Privilege. The New American Library, Inc., 1301 Avenue of the Americas, New York, NY 10019, 1976.

Hennig, Margaret and Jardim, Anne. The Managerial Woman. Anchor Press/ Doubleday, Garden City, New York, 1977.

Kammeyer, Kenneth C.W. Confronting the Issues - Sex Roles, Marriage, and Family. Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA 02210, 1975.

McLean, Gary N. and Crawford, Jacquelyn S. Humanity as a Career: A Holistic Approach to Sex Equity. Twin Oaks Publishing, Inc., Rehoboth, MA, 1979.

Mississippi Foundation, Inc. Free to be You and Me, McGraw-Hill Book Company, Inc., 1221 Avenue of the Americas, New York, NY 10020, 1974.

Molloy, John T. The Woman's Dress for Success Book. Follett Publishing Company, Chicago, IL, 1977.

Oakley, Ann. Sex, Gender, and Society. Harper Colophon Books, Harper and Rowe Publishers, Inc., 10 East 53rd Street, New York, NY 10022, 1972.

Program for Educational Opportunity. Implementing Title IX in P.E. and Athletics, The University of Michigan, Dr. Charles D. Moody, Jr., Director, 1046 School of Education, Ann Arbor, MI 48109, 1978.

FILMS AND FILMSTRIPS

Cinderella Is Dead
National Education Association, Publications Order Dept., The Academic Bldg., Saw Mill Road, West Haven, CT 06515
Filmstrip and record
8th grade-adult

Presents basic labor statistics and facts regarding women in the labor force, demonstrating how nine-tenths of all girls will work sometime during their lives, many out of economic necessity. Ends with a discussion of the legislation and institutional changes which have been implemented to reduce sex discrimination.

The Fable of He and She
Learning Corporation of America, 4600 West Diversey, Chicago, IL 60639
Film
10:57 minutes
5-11 grades

Film is a light, entertaining animation of the masculine handybars and the feminine mushamels who are separated from each other and have to expand their sex roles in order to survive. When the threat no longer exists, they continue to live according to their expanded roles. Creates an awareness of sex roles within the family and society.

Hey, What Are Your Plans for the Next 60 Years?
Verheyden and Associates, 3747 Huntington Street, N.W., Washington, DC
15 minutes
Slides and audio cassette

Slide presentation raises questions about your plans for the rest of your life, tells about some new jobs that are opening up for women and men, suggests some reasons why it is a good idea to try something new, talks about how changes in work have brought some changes to family and social workers, and how people may feel about those changes.

I'm Glad I'm a She, I'm Glad I'm a He
North Carolina Department of Public Instruction, Room 352, Education Bldg., Raleigh, NC 37611
Filmstrip and audio cassette
Junior and Senior High

Demonstrates how both men and women are damaged by restricted sex roles, and how they should be free to be themselves without being limited by sex roles.

Other Women, Other Work
Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069
20 minutes
Junior and Senior High

The film portrays women enjoying their work in traditionally male professions. Gives awareness of additional options available for women who work. Could be included in a unit on careers.

Sex Stereotyping--Parts I and II
National Education Association, Publications Order Dept., The Academic Bldg., Saw Mill Road, West Haven, CT 06516
Filmstrip and record
8th grade-adult

Explains that ascribed sex traits and sex stereotypes do not reflect today's reality. Shows how stereotypes are perpetuated via the school and its personnel, by parents and other institutions. Ends with what you can do to combat sex stereotyping. An easy to follow filmstrip.

When I Grow Up
East Central Curriculum Management Center at the Illinois Office of Education, 100 N. First Street, E-426, Springfield, IL 62777
16mm film
20 minutes

Short sequences show examples of sex role stereotyping as it exists in school from kindergarten through high school, vocational and non-vocational. It is geared toward all adults involved in any aspect of the education of students. A discussion guide accompanies the film.

Breakout
Texas Educational Agency, Office of Sex Equity, Austin, TX 67701
Video cassette
30 minutes

Presents the viewpoint of several women who are employed in non-traditional jobs.

American Man: Tradition and Change
Butterick Publishing, 161 Sixth Avenue, New York, NY 10013
Filmstrips and audio cassettes
High school

Shows how men have traditionally been trained to repress emotion, suffer in silence and not ask for help, and how these unfair expectations are slowly changing. Discusses how men and women have reversed roles in some cases and how women's liberation may mean men's liberation.

Non-Traditional Careers for Women
Pathescope Educational Media, Inc., 71 Weyman Avenue, New Rochelle, NY 10802
Filmstrips and audio cassettes
26 minutes
Junior and senior high schools

This unit contains two sound filmstrips designed to introduce junior and senior high school students and adults to non-traditional careers for women. Part I briefly reviews the history of women's role in the U.S. job market from the 1800's to the present. Part II focuses on particular women working in non-traditional careers, opportunities for training, and the diverse job market for women. This unit has a 21-page Teacher's Manual.

Sex Equity in Career Opportunities
California State Department of Education, Project SEE, State Educational Bldg., 721 Capitol Mall, Sacramento, CA 95814
Slides and audio cassette
12 minutes
4-12 grades

The presentation explains the effect of Title IX on students aspirations and opportunities, sex equity, and stereotyping. It emphasizes how important it is for all students to make career choices based on interests and abilities rather than on existing traditions, cultural influences, and stereotypical behaviors. It also emphasizes the role of all educators, parents, and community members in helping make students aware of multiple career options and supporting students in traditional as well as non-traditional career choices. The presentation was developed to accompany a booklet entitled Try It: You'll Like It!--a student's introduction to non-sexist vocational education. The booklet contains thoughts, information, and questions designed to help students explore new, non-traditional opportunities.

Expanded Roles in a Changing World
Project MOVE, NG 230, MVR Hall, Cornell University, Ithaca, NY 14853
Filmstrip and audio cassette
8 minutes

Demonstrates how sex role stereotyping limits people with respect to changing family and work force roles.

The Women's Prejudice Film
Available from Mississippi State University, R/CU
Sandler Institutional Films, Inc., 1001 N. Poinsettia Place, Hollywood, CA 90046
Film
Upper elementary, high school, college, and adult
18 minutes

Many myths and cliches are explored in this semi-documentary approach to contemporary life styles of women. Alternative viewpoints are presented which stimulate the viewer to reappraise his or her current attitude concerning the equality of roles among women and men. Some evidence is presented to indicate that women today comprise at least one third of the nation's work force. More and more jobs which traditionally were assigned to men now are being performed successfully by women. An essential part of many family incomes is supplied by the woman's salary. The film indicates that women themselves need to explore the world of work more fully. Those who have not identified their full capabilities and potential may well be victims of their own acceptance of the outdated and outmoded myths and cliches that continue to surround them. Knowledge of today's realities is essential to make certain that women and men in today's world are people of equality.

BOOKLETS

A limited number of the following booklets is available to individuals as long as the supply lasts:

Guidelines for the Creative Use of Biased Materials in a Non-Biased Way. Office of Education, U.S. Department of Health, Education, and Welfare, U.S. Government Printing Office, Washington, D.C. 20402.

Guidelines for Sex-Fair Vocational Education Materials. Office of Education, U.S. Department of Health, Education, and Welfare, U.S. Government Printing Office, Washington, D.C. 20402.

Choices: Learning About Changing Sex Roles, Level A and B by Nancy Register Wagen and Sherri Wagner. Jenny Publishing Company, Inc., 57 Queen Avenue South, Minneapolis, MN 55404, 1977.

Expanding Adolescent Role Expectations - Information, Activities, Resources for Vocational Educators. Community Service Education Department, New York State College of Human Ecology, B-10 Martha Van Rensselaer Hall, Cornell University, Ithaca, NY 14843, 1977.

Expanding Career Horizons, game, by JoAnn M. Steiger and Arlene Fink. State Board of Education, Illinois Office of Education, Springfield, IL.

Expanding Non-traditional Opportunities in Vocational Education. Ellis Associates, Inc., P.O. Box 466, College Park, MO 20740, 1977.

New Pioneers - Seminar Leader's Handbook by Amanda J. Smith. North Carolina Department of Public Instruction, Division of Equal Education, Raleigh, NC, 1978.

Project Awareness - A Multi-State Leadership Project Addressing Sex Discrimination Issues in Education. Feminists Northwest, Seattle, WA, 1976.

Promoting Sex Equity in the Classroom - A Resource for Teachers Vocational and Technical Education by Vocational Education Council, Department of Home Economics, College of Home Economics, Iowa State University, Iowa Department of Public Instruction, Career Education Division, Grimes State Office Building, Des Moines, IA 50319, 1979.

Sex Equity: In Self-Views, in School Practices, in Career Counseling by Deanna Chitayat, Harvey Lieberman, and Judith Waters. Institute for Research and Development in Occupational Education, Center for Advanced Study in Education, The Graduate School and University Center of The City University of New York, 1978.

Sex Fairness in Career Guidance - A Learning Kit by Linda B. Stebbins, Nancy L. Ames, and Ilana Rhodes. Abt Publications, 55 Wheeler Street, Cambridge, MA 02138, 1975.

Sourcebook for Equal Goals in Occupations, Hawaii State Department of Education, Office of the State Director for Vocational Education, Hawaii, 1978.

S.T.E.R.E.O. Strategies, Techniques, and Effective Resources for Equalizing Opportunities - A Handbook to Assist in Overcoming Sex Bias and Sex Stereotyping in Vocational Education. Arizona Department of Education, Division of Career and Vocational Education, 1978.

Toward Educational Equity: Sex Affirmative Curriculum Guides for Counseling and Teaching. Appalachian Center for Educational Equity, Year 2, The University of Tennessee, Knoxville, TN, 1978.

Vocational Education Sex Equity Strategies. National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210, 1978.

Additional resources are available that are not student activity oriented.